1. The visual Ranking tool was impressive when we did it in class. We were able to list different ideas that were important to us and compare and contrast the class’ results. This created a higher level of think. Not only will students visually create a list that they show the importance of Preterit vs. Imperfect, for example, they will also need to explained why they believe one is more important than the other. And while this may cause a great deal of discussion, others are simply learning by hearing others opinions of and the repetition of the usage. This could also turn into a cooperative strategy called Philosophical chairs, where students are divided into teams, and each team can verbalize and debate back and forth. Could this activity prepare students to participate in philosophical chairs?
2. One key step in beginning with a discussion creates an atmosphere of thinking about the topic, in a wider perspective. From that discussion, begin to brainstorm ideas, and eliminating ideas into a smaller list. From there, students can apply the Visual Ranking Tool in begin to list the most significant ideas that were presented. From that point, students will come up with a list and compare and contrast the classes’ results. Critically thinking about the criteria for the list, the significance, and the overall affects the list will serve as. Students are working collaboratively and engaging in using Visual Ranking tool.
3. I thought about using Visual Thinking Tool as a way to list the importance of preterit and imperfect, two verbs in the past. Using a list to write out the various usages will guide students which one is appropriate at what time. My teaching goal would be that students will be able to distinguish the usage of each verb, recognize the verb,(preterit or imperfect) and why it’s grammatical function within a context. I think grammar and word usage may not be the best use of Visual Thinking. This tool encourages students to make value judgments; preterit and imperfect have two very distinct uses; a past action and a continuing past action. Students could put into chronological order key events in Mexico’s history (or another Spanish speaking country). Students could also rank their favorite Spanish painters. +5